

## Abstract

During the long-term observation of the child in his pre-school age, I tried to look closer at the way a child enters the world of written culture. Inspired by E. Ferreiro's approach, I focused on the child himself and his own activities with written language related.

The empirical part consists of the specific case study of the process of acquiring written language in pre-school age period, where I present my observations. I subsequently analyze the observations and child's spontaneous as well evoked writings and place them in the theoretical framework.

The results of the study show there is the need for more attention to be paid to the process of acquiring of written language in pre-school age. Especially in the context of effective teaching reading and writing